

School Psychology

WELCOME!



**Universiteit
Leiden**
The Netherlands

Developmental and Educational Psychology

Leiden University

Chair: Michiel Westenberg

Key staff



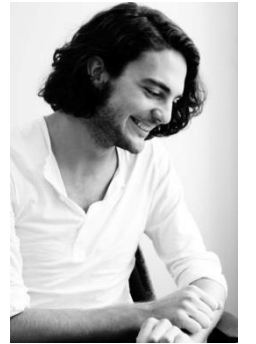
Esther van den Bos



Sabine Peters



Femke Stad



Bart Vogelaar



Kimberly van Eijsden,
CURRENT STUDENT



Joyce Schoenmaker,
FORMER STUDENT

Relatively new master (2016-17)

- **International trends**

- to hold schools responsible for optimal development of all students, including those with special needs
- to use the school system to deliver interventions to youth

- **Dutch context**

- Transition from special education to inclusive education
- 2014 Inclusive Education Law ('Wet op Passend Onderwijs')
- 2015 Youth Care Law ('Jeugdwet')

- **Increasing need for psychologists at school**

Well-established discipline

- Academic *and* professional discipline
- International School Psychology Association (ISPA)
 - research meetings and professional accreditation
- American Psychological Association
 - Division School Psychology (16)
- Master programs in USA, GB, ...
- Post-master training programs

What does a school psychologist do?

“The diversity of the work is a treat to me: it ranges from individual diagnostics and treatment of children, to advising the school board about policy, guiding school teams in implementing new methods, and coaching a novice teacher who has a very difficult class.”

Mathieu Peters, Praktijk de Schoolpsycholoog



Three Key Dimensions / Levels

- 1. Student focus:** Individuals or groups of students with special needs;
- 2. Teacher focus:** Teacher support for guidance of individual students and class management overall;
- 3. School focus:** Policy support for school management

Overview Master Programme

Four courses:	4 x 5 =	20 EC	
Master thesis:		20 EC	
Internship:		20 EC	or 10 EC
Total		60 EC	

Electives, e.g.

Advanced Child & Adolescent Psychiatry 5 EC

Several other options 5 EC

Total 60 EC

Mr. Jones and Jenny

Mr. Jones has been teaching French to a second grade class for a few months now. Jenny is one of his students. She did not do very well on her first test, but she does pay attention in class. She enthusiastically participates in pairwise conversation exercises. Mr. Jones noticed that she is also very outspoken among her friends before and after class. One day, he decides to ask Jenny to read a French text to the class...

Mr. Jones and Jenny (continued)

Jenny stares at her table and does not respond. Mr. Jones takes a few steps in her direction and asks whether she has heard him. Jenny says she did. Mr. Jones repeats his request to read the text aloud. Jenny refuses. Mr. Jones grumpily points out that she could do with some exercise if she wants to obtain a good grade in French and that she has to read the text to the class now. Jenny yells that she is not going to read aloud. She doesn't care about getting a good grade in French. It is a lousy subject anyway and Mr. Jones is a loser. Mr. Jones tells Jenny to go and see the principal and Jenny storms out of the room in tears.

Educational Neuroscience

- To what extent can Jenny's reaction be explained from adolescent (brain) development?



Course 1/4 Educational Neuroscience

5 EC; Fall semester; Sabine Peters



Theory: Basic neuroscience, Neuroscience of learning, memory and executive functions; relevance of executive functions for school success; sleep, stress, peer relationships

Application: inattention and ADHD; disruptive behaviours

Course 1/4 Educational Neuroscience

5 EC; Fall semester; Sabine Peters

Skills:

- a. How to distinguish neuro-evidence from neuro-myths (knowledge and its communication)
- b. Diagnostic tools for neuropsychological assessments
- c. Training executive functions (i.e. working memory, cognitive control)

School-based Prevention and Intervention

- Would Jenny benefit from an intervention to reduce stress /anxiety?



Course 2/4 School-based Prevention and Intervention (of Stress and Anxiety)

5 EC; Fall semester; Esther van den Bos



Theory: General principles of developmental psychopathology, Prevention stages (primary, secondary and tertiary), What is the most effective approach to early prevention in the school context?

Application: Feelings of stress and anxiety over homework, taking exams, oral presentations, social interactions with peers and teachers, and hence: school absenteeism.

Course 2/4 School-based Prevention and Intervention (of Stress and Anxiety)

5 EC; Fall semester; Esther van den Bos

- **Skills**

- Detecting feelings of stress and anxiety in students
- Designing psychoeducation sessions
- Applying basic techniques from school-based intervention programmes (e.g., social skills training, relaxation, mindfulness)

Coaching in Inclusive Education

- Coaching Mr. Jones to deal with this situation



Course 3/4 Coaching in Inclusive Education

5 EC; Spring semester; Bart Vogelaar



Theory: What is inclusive education, and how does it affect education at the three levels (school, teacher, student)? What is the role of a school psychologist in this context? What is coaching?

Application: Helping individual children and groups by means of teacher-focused intervention. Coaching skills in an educational context, communication skills, individual special needs, group dynamics, teacher-student interaction.

Course 3/4 Coaching in Inclusive Education

5 EC; Spring semester; Bart Vogelaar

Skills:

- a. Coaching teachers with students with special needs, e.g., low or high giftedness, visual or hearing restrictions, or developmental problems;
- b. Providing advice on special educational needs of individual children;
- c. Communicating with other educational professionals in a school context.

Needs-based Assessment

- What's up with Jenny?



Course 4/4 Needs-based Assessment

5 EC; Spring semester; Femke Stad



Theory: ‘needs-based’ and ‘transactional’ assessment

Application: Learning problems (e.g., dyslexia; intelligence)

Course 4/4 Needs-based Assessment

5 EC; Spring semester; Femke Stad

Skills:

- a. How to proceed through the series of needs-based diagnostic stages
- b. How to use various assessment tools – standardized testing; observing and interviewing students, parents and teachers
- c. How to write an assessment report for the student and his/her teacher(s) and caretaker(s)

Internship

External Internship (10 EC or 20 EC)

- 20 EC: basic accreditation psychodiagnostics (BAPD)
(for post-master school psychology and mental health care – GZ)
- Intervision meetings at university

Internal Practical Internship (10 EC)

- Test anxiety intervention at an international school
- Coaching trajectory

Research Internship (10 EC)

Internship positions Dutch students

- Practices for developmental psychologists (Basis GGZ / Specialistische GGZ)
- Practices for remedial educationalists (Basis GGZ / Specialistische GGZ)
- Practices for diagnostics and remedial teaching
- Centers of expertise for (and within) special secondary education (speciaal voortgezet onderwijs)
- In special education (primary and secondary) for students with an autism spectrum disorder

Internship positions international students

- Internal Practical Internship (3/5)
 - All done in one year
- International school (1/5)
- Council of international schools (1/5)

Master Thesis Topics

Dynamic Testing

Learning potential

- Cognitive development
- Inductive reasoning
- Giftedness



Alexandra Marcoci

Winner 2017 Thesis Award

Social Anxiety & School Refusal

- EEG characteristics
- Rumination after public speaking
- Social media usage
- Student motivation

Emotional Development

- Language deficiency
- Social relations

Brain & Development

Cognitive-developmental neuroscience

- Sleep, executive functioning and externalizing behavior
- Decision making under uncertainty

Career Opportunities

- **Regular Primary and Secondary Education**
- Special Primary and Secondary Education
- School Advisory Services ('schoolbegeleidingsdienst')
- **Practices for developmental psychologists**
- Independent coach, trainer, consultant
- Municipal or National Government (general policy)
- **PhD position**

Post-master Training School Psychology

Basic Accreditation Psychodiagnostics (*'basisaantekening psychodagnostiek'*), Dutch Association of Psychologists (NIP)
www.psynip.nl/registratie/basisaantekening-psychodagnostiek-bapd

2-year Postmaster Training, RINO Amsterdam/Nijmegen
(comparable to GZ-training) www.rino.nl / www.spon.nl

NIP Accreditations www.psynip.nl/registratie/kwaliteitsregister-jeugd

ISPA Accreditations www.ispaweb.org/accreditation/

Advantages of this master

- Variety of problems, activities and people to work with (children, adolescents, teachers, managers)
- Increasing need for school psychologists
- Opportunity to obtain BAPD
- Balance between theory and practice
- Small scale, personal contact

Student for a day (Meeloopdagen)

- Friday April 20th: 9.00 – 12.00

- Lecture *Needs-based Assessment*

- Register at the stand in the central hall or at:

<https://www.universiteitleiden.nl/en/events/extra/2018/04/student-for-day-school-psychology-20-april-2018>

School Psychology

Key staff: Esther van den Bos (coordination), Sabine Peters, Femke Stad, Bart Vogelaar



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